

VISIT...

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Tutor Teaching Tips

Migrating Geese (K)

MATERIALS

Leveled reader

Graphic organizer

Game cards;
Game board;
Markers

Graphic organizer;
Leveled reader

Before Reading



3–5 minutes

BUILD BACKGROUND: Ask: *Have you ever seen birds flying in a group that looked like a V? What kind of birds were they?* Have the child write what he/she knows about geese in the first column on the graphic organizer.

PREVIEW THE BOOK: Show the child the front and back covers of the book, and read the title. Ask: *What do you think this book is about?* Ask the child what he/she would like to find out about geese and write this in the middle column on the graphic organizer.

Look at each picture in the book and ask the child what he/she sees.

During Reading



10–15 minutes

Ask the child to read pages 3–9 aloud. If the child has difficulty, read the pages together. Then ask the child to read them independently. Have the child work out unfamiliar words by looking at the letters and word parts. Tell the child to think what word makes sense in the sentence. If the child cannot work out the word, tell him/her. Have the child reread the sentence with the word and then continue reading.

After Reading



10–15 minutes

RETELL: Ask the child what he/she learned about geese from reading pages 3–9. If necessary, prompt by asking: *What else did you learn?*

GRAPHIC ORGANIZER: Ask the child to circle any questions on the graphic organizer that were answered on pages 3–9. Have the child write what he/she learned about geese in the third column on the graphic organizer. If the child has difficulty, help him/her find the information in the book and read it aloud.

CRITICAL THINKING: Ask: *What other birds migrate? What do bears do during cold winters? Why do you think one of the geese stays with an injured goose?* Allow time for the child to think about each question and respond.

VOCABULARY GAME: Read the words from the book with the child. Then place the cards face down in a stack. Have the child draw a card, read the word, and say a word that means the opposite. Have the child check the back of the card. If he/she is correct, he/she can climb one rung on the ladder. Place the card at the bottom of the stack and take your turn.

Home Connection

Have the child finish reading the book at home. Have him/her write what he/she learns from reading the rest of the book in the third column of the chart.

What I K now	What I W ant to Know	What I L earned

INSTRUCTIONS: Have the child fill in the first two columns before reading the book. Have the child write in column three what he/she learned from reading pages 3–9. He/she can add to the third column after reading the rest of the book.

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader

 Game Cards (FRONT)

Migrating Geese (K)

shorter

south

colder

arrive

long

easier

front

work

stay

continue

begin

melt

day

behind

better

cover

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader

 Game Cards (BACK)

Migrating Geese (K)

depart

warmer

north

longer or
taller

play

back

harder
or
softer

short

freeze

end

interrupt

go or
leave

uncover

worse

in front

night

Leveled Reader

Game Board

Migrating Geese (K)

